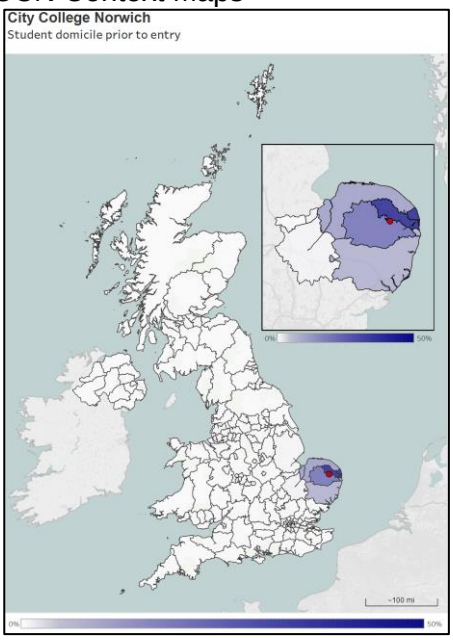
Name of Provider: City College Norwich
UKPRN: 10004772

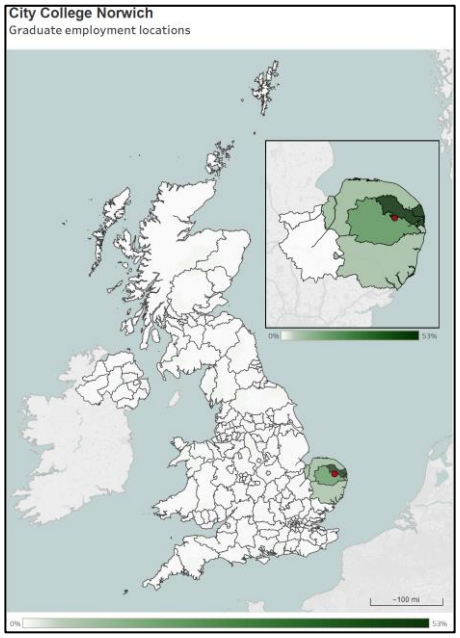
TEF Year Four provider submission
Provider Context

City College Norwich (CCN) is a large, mixed economy, general college of Further and Higher Education, serving Norfolk and Suffolk. Of the 8,014 students enrolled at the College, 770 are on Higher Education courses, with over 30 percent of these HE students studying Foundation or Bachelor degrees as part of either Higher or Degree Apprenticeships.

Demographically, CCN is a college which seeks to serve its local community, with 98% of students being resident in Norfolk or Suffolk at the outset of their studies and then seeking employment in the local area after graduation. This regional focus is clearly shown in our provider context maps below.

Fig.1- CCN Context Maps





CCN's catchment is characterised by low higher education participation, a low percentage of the population with qualifications above Level 4 (at almost 10% below the figure for Great Britain as a whole, see Fig.2 below) and significant challenges in terms of social mobility (as evidenced by Norwich being one of the first Opportunity Areas announced in 2016 and ranked 323rd out of 324 local authority areas in the Social Mobility Index).

Fig.2

Qualifications (Jan 2017-Dec 2017)

	Norfolk (Level)	Norfolk (%)	East (%)	Great Britain (%)
NVQ4 And Above	155,800	29.9	34.7	38.6
NVQ3 And Above	271,400	52.0	53.7	57.2
NVQ2 And Above	368,900	70.7	73.3	74.7
NVQ1 And Above	441,600	84.6	86.5	85.4
Other Qualifications	35,100	6.7	6.3	6.9
No Qualifications	45,100	8.6	7.2	7.7

Source: ONS annual population survey

To combat these issues, the College has developed services and programmes that widen participation of under-represented groups and we perform strongly in recruiting these students, in particular mature students and students from areas of low Higher Education participation, which are both double the sector averages (44% of students entering onto first degrees are mature, 24% are from POLAR Q1 wards). There has been a small but notable change in the balance of Young Vs

Mature students across the whole HE offer, with the latter reaching approximately 60% of student numbers in the past two years. Students with declared Learning Difficulties or Disabilities (LDD) are another cohort which continue to increase, with 15% of our students self-declaring as LDD, compared to a sector average of 12% (HESA's "Who's in HE" data). Other measures remain relatively constant, with BAME students rising slightly (with a significant positive impact on numbers coming from Apprenticeships). BAME student numbers are much higher than the background level in the resident population (accounting for 9% of our HE students in 2017/18, compared to a resident BAME population in Norfolk and Suffolk of around 4%) which is a further positive indicator of the success of the College's widening participation agenda.

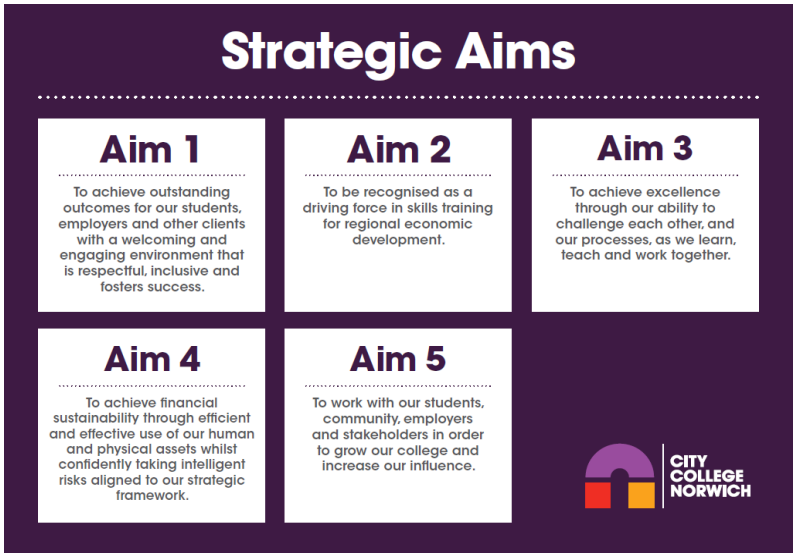
We are an active member of the NEACO (Network for East Anglian Collaborative Outreach) Project which is part of the National Collaborative Outreach Project. In the last year NEACO has worked with 7000 target students, raising levels of higher education participation in East Anglia, where fewer than 17% of students from our target wards progress to HE, compared to a national figure of 38%.

Delivery of HE programmes is primarily focused at our Norfolk House site, which provides for the majority of our higher education students. The exceptions to this are our Sport, Construction and Engineering programmes, which make use of facilities at our FE campus, and Aviation Engineering which is housed in the International Aviation Academy – Norwich, which opened in 2016, and features a unique programme delivered in collaboration with industry partners from KLM UK Engineering.

We strived to be the 'college that our community needs us to be'. In respect of Higher Education this (as enshrined in the 2nd Strategic Aim of the College – *To be recognised as driving force in skills training for regional economic development)* has led to a close focus on strategic curriculum planning to ensure that our provision accurately reflects the changing needs of employers and provides students with the knowledge, skills and attributes that they require. Our students are broadly divided into three groups – Self-funded, Employer sponsored and Apprentices. Each group has distinct needs and requirements which are factored into our teaching and curriculum structure. Appropriate and tailored support is offered to our students along their individual academic journeys to help them successfully complete their studies and progress into their chosen careers, as evidenced by our strong *Continuation rates* and both our *Employment and Further Study*, and *Sustained Employment* or *Further Study* metrics.

Growth in Higher and Degree Apprenticeships is a key driver for current and future HE development at CCN as this aligns with the vocational nature of the College's remit and supports the skills needs of our local employers.

HE Strategy



Our HE strategy is embedded within our College-wide strategy, depicted to the left:

Fig.3 - Strategic Aims

These aims are measured against a series of success indicators set by governors and implemented by the College Management Team. As one example, a success indicator under Aim Two - Curriculum constantly reviewed and, where possible, aligned to regional priorities – is clearly demonstrated in the College's

decision to reintroduce a Digital curriculum for FE Students in 2016, in response to employer demand resulting from the emergence of Norwich as a digital tech hub, leading in turn to current exploration of Higher Apprenticeships in the same area.

Development of the self-funder curriculum aligns with the Apprenticeship developments to ensure that our wider HE offer is reflective of local need. This area of provision is split into mature students looking to reskill or top up from Foundation Degrees and more traditional 18-19-year-old students progressing from local 6th form and FE provision who wish to continue study at a higher level locally for family, financial and support reasons, again reflective of our local demographic.

As a College with a strongly vocational HE provision, employer involvement is a strategic priority, with employers embedded within course committees to ensure that provision effectively meets the needs of the local economy.

Partnership Arrangements with University of East Anglia

We work with the University of East Anglia (UEA) as our validating partner for all programmes, except HNC/D courses which are awarded by Pearson. This partnership, and the resultant differentiated offer of the two institutions, allows us to effectively meet the needs of the local community, and provide, in many cases, clear progression routes onto further / higher level study programmes. Collaboration between the two institutions is highly developed and increasing as we both seek to respond to the new demands within HE. This is evident in the jointly designed and delivered Apprenticeship Nursing Associate programme which started in September 2018.

Student Engagement

Student engagement is central to everything that we do, with the student voice embedded within all key decision and policy-making within the College.

The College student engagement strategy covers five areas: -

- **Involvement of students individually to strengthen teaching, learning and assessment and responsiveness to individual needs**. This is addressed through a thorough Student induction programme including sessions understanding their approach to study, returning to study (where appropriate), contextualising their study for their likely progression and 'what makes a good student'. Regular 1 to 1s through the tutorial programme evaluate strengths and areas of development including clear target setting with goals for improvement. Clear communication is given to students by way of 'You Said, We Did' notifications (via the VLE, newsletters and notice boards throughout the College plus direct email contact).

  Questioning of students throughout Learning Walks, Direct Session Reviews and student focus groups gives us valuable feedback which informs staff development and curriculum planning.

- **Involvement of students collectively to strengthen student participation and representation**. Course Committees take place three times throughout the year, enabling student course representatives, elected by each cohort, to engage with academics and college management to highlight both strengths of our provision and areas for improvement. The outcomes from these meetings are shared with students through each Course Rep and placed on the VLE to ensure transparency. Staff at all levels work to ensure that the views of students regarding the quality of teaching, learning and assessment for each course, are sought and that this feedback helps to inform an area's ongoing development and the outcome of the Annual Monitoring Report. Mid-Module reviews allow a discursive approach to reviewing and amending Module delivery to reflect current experience. End of Module questionnaires are a more structured and data driven method for capturing feedback. These have been effective in the past year at identifying issues with common modules (such as Research Skills) and development

required for new and experienced teachers as well as consistency issues between common delivery across multiple cohorts. Student focus groups are used as part of the Quality Review cycle to improve student experience as well as being a mechanism for review from our partner UEA. Representation by HE Student Governors and the Students' Union President at College Corporation meetings ensures that the views of students are included and can impact on the highest level of governance.

- **Development of the organisation to create a culture of student led involvement.** Students receive clear information at induction about the value of the student voice and are encouraged to engage in teaching, learning and assessment quality review opportunities. Our HE students are, as identified earlier, a diverse group, frequently employed and always progression-focused which means that getting them involved formally can be more challenging, so as a minimum, in cases where individual course representatives are unable to attend our student-led HE Forum, they are required to send written feedback, so views from their peers are still heard in a formal setting, with clear actions then agreed with College management.

- **Involvement of students in a range of community, citizenship or other enrichment activities in or outside the College.** CCN HE Students are closely representative of our local community and meet this element of the strategy by participating in the local workforce during and after their studies. The majority of HE programmes embed close local links through speakers, trips and employer visits.

- **Ensuring the Student Voice is integral to the College's decision-making processes.** Key feedback and priorities for change from Student Councils and Course Reviews are reported to the Corporation via the Curriculum and Standards Committee. Student Governors (1 each from HE and FE, plus the SU President) are elected each year and are supported to attend full Corporation and associated committee meetings. Student Committee members attend Corporation forums to provide direct student feedback and interaction with Governors. The Students' Union President attends weekly meetings with the Principal and Executive team to provide ongoing student feedback. Student Survey results are an integral part of the College's Annual Monitoring Review process, with focus to develop improvement plans where necessary to raise satisfaction. At a more strategic level, we seek the views of students on any major matter of strategy or provision that is likely to impact on the 'student experience'.

Continued development of multi-channel communications with our students is vital. The mantra of over-communication continues and we will seek to develop these to ensure that feedback both from and to students is continuously improved.

TEF Core Metrics

The College is achieving well against its stated mission to provide our graduates with the necessary skills and knowledge to support the local economy, within the New Anglia (Norfolk and Suffolk) LEP region. This is evidenced by our performance against both the short term DLHE (Destination of Leavers from Higher Education) data, and more long-term LEO (Longitudinal Education Outcomes) metrics (Fig.4 – Employment Outcomes), with *Employment or Further Study* for Full time students, which accounts for the vast majority of our students, falling within the top 10% of all providers.

The data is reinforced by our split-level metrics, with *Employment or Further study* rates for students from Polar Q1 / Q2 being particularly strong, with the indicator three standard deviations and three percentage points above benchmark.

Fig.4 – Employment Outcomes

	CCN	Benchmark	Difference	Z Score
Employment or Further Study (FT)	97.40%	94.60%	2.8	4.3
Employment or Further Study (PT)	100%	96%	4	1
Sustained Employment or Further Study (FT)	88.20%	85.30%	2.9	2.6
Sustained Employment or Further Study (PT)	91.90%	90.80%	1.1	0.8
Highly Skilled Employment or Further Study (FT)	66.80%	70.60%	-3.8	-2.6
Highly Skilled Employment or Further Study (PT)	100.00%	72.40%	27.6	2.9

In terms of progression into *Highly Skilled Employment or Further Study* for full time students, the context of our programmes of study needs to be borne into account, given that a significant number of students are on programmes that are leading to careers which are not recognised within the SOCDLHE 1-3 codes, but which increasingly require graduate level skills and qualifications. In addition, the *Employment by Occupation* Table below (Fig.5), shows the relative scarcity of SOC1-3 opportunities within the local area that we serve.

Fig.5 – Employment by Occupation

Employment by occupation (Jul 2017-Jun 2018)

	Norfolk (Numbers)	Norfolk (%)	East (%)	Great Britain (%)
Soc 2010 Major Group 1-3	172,600	42.0	45.7	45.9
1 Managers, Directors And Senior Officials	49,700	12.1	12.1	10.9
2 Professional Occupations	75,600	18.4	19.4	20.3
3 Associate Professional & Technical	47,300	11.5	14.1	14.5
Soc 2010 Major Group 4-5	94,100	22.9	21.9	20.4
4 Administrative & Secretarial	38,300	9.3	11.0	10.2
5 Skilled Trades Occupations	55,700	13.5	10.8	10.1
Soc 2010 Major Group 6-7	67,600	16.4	16.1	16.7
6 Caring, Leisure And Other Service Occupations	39,700	9.6	8.9	9.0
7 Sales And Customer Service Occs	27,900	6.8	7.1	7.6
Soc 2010 Major Group 8-9	76,700	18.7	16.3	17.0
8 Process Plant & Machine Operatives	27,500	6.7	6.4	6.3
9 Elementary Occupations	49,200	12.0	9.9	10.6

Source: ONS annual population survey

In contrast, our smaller PT study routes, which focus on specific careers such as engineering, which do lend themselves to clear progression into "*Highly Skilled employment*", show very strong performance, with the metric significantly above benchmark, and within the top 10% of all providers.

In summary, our students are achieving well against their aspirations even though this is not reflected by this particular metric.

School and College leaders use data proactively to identify issues and implement improvement actions to address student feedback. For the NSS metrics, although we acknowledge that the three included in the TEF data are currently below benchmark, we are pleased to see that these rose significantly in 2018 following a period of sustained focus and concentrated work from the HE Leadership team, with oversight from senior College leaders and Governors. Specific action plans, incorporated in the Annual Monitoring Report for the School, have targeted the underlying causes of low NSS scores. These actions, triangulated with other School data such as Module evaluations and student focus groups have supported increases of +3% satisfaction in *Teaching on my course*,

+5% satisfaction in *Academic Support* and +9% satisfaction with *Assessment and Feedback* in 2018. Continuation of these data driven targets across academic years allows management to continue to target improvement in student experience as evidenced by the NSS. All three of these metrics are now in line with benchmarks for year three of the current TEF dataset.

The improvements in 2018 NSS scores can be directly linked to the improvement actions identified in the School Improvement and Enhancement Action Plan in the 2017 AMR (Annual Monitoring Review). These, in turn, were developed across individual programmes via Course level Action Plans. These plans, specifically in relation to targets for Feedback & Assessment, and Organisation & Management, were monitored tightly by the Deputy Director of HE and the Academic Leaders, to ensure their effectiveness.

A new Academic Leader role was developed in 2016/17 in response to student feedback to place a manager close to the curriculum assist frontline staff in improving the student experience. During the first full year of this role there were considerable improvements in both marking turnaround (an 11% improvement to 99.3% of all assignments returned within a 20-day KPI agreed with students) and NSS scores. All three Academic Leaders remain involved in day-to-day teaching with 50% of the post retained as a lecturer. Underneath the AL role the Course Leader role has developed to be both more aware and more accountable for student experience to ensure that the improvements continue.

The rapid expansion of Apprenticeships is an important factor in understanding our TEF Metrics, particularly as we have seen the most volatility in NSS satisfaction rates amongst this group of students. For example, our analysis of 2018 satisfaction for Higher/Degree apprentices show rises of +18.7%, +18.1% and +33.9% respectively across three TEF core metrics (*Teaching on My Course, Academic Support, and Assessment and Feedback*). Further work is required to fully understand the more complex situation that is presented by a tripartite arrangement between ourselves, the apprentice (student) and their employer (particularly as employers through in-work support have a significant role within apprenticeship programme and therefore can significantly impact satisfaction rates, as they themselves get to grips with these new requirements). For example, we have seen concern from students about the support that their employers have been able to give them on their apprenticeship. Collaborative work with an Employer Board (the Assistant Practitioner group) bringing together leaders and delivery staff from CCN and the local NHS Trusts has been a consistent focus in the past 2 years to address this, leading to significant employer involvement in design of key course materials (Practice Assessment Documents, Review Forms) and access to apprentice related college systems (Electronic Individual Learning plans) to provide clear and current information. Student representatives report significant improvements in work/college communications and collaboration, noting that the programme brought the two together. The use of work from this programme in the workplace further demonstrates this impact (with for example, a Health student developing a children's book, for use with young patients, to ease their fears of radiology machines).

As we move curriculum in Engineering, Construction and Early Years into this space over the coming 2 years, with appropriate apprenticeship standards being released, the scope for such variability could be increased, and does create a clear difference between us and many HEIs.

Effective support for students on programme is demonstrated through our *Continuation* metric (Fig.6), which is above benchmark at the aggregate level, with particular strong continuation shown at the split level amongst more disadvantaged groups, such as those from Polar Q1 and Q2, whose continuation rate is above the benchmark by three standard deviations and three percentage points.

Fig.6 – Continuation within HE

	CCN	Benchmark	Difference	Z Score
Continuation (FT)	87.8%	85.9%	1.8	2.9
Continuation (PT)	N/A	N/A	N/A	N/A

It should also be noted when viewing our metrics that they are built upon relatively small populations of responders, leading to potentially significant variations year on year, as we have seen and described above. By way of comparison, UEA, our validating partner, had 5673 responders to the *Teaching on my Course* question out of 6230 eligible students, compared to 592 responders, drawn from 742 eligible students, in our case. Of equal importance, there has been a suppression of our Year 2 data, as it was not possible to form a reliable benchmark to compare against our students.

Teaching Quality

As a provider of HE within an FE context, robust systems are used to monitor, track and improve Teaching, Learning and Assessment align across the College to provide a consistent view of these aspects. As noted later in this submission, this means that the quality processes and rigour that is applied to our FE provision is matched within HE as we apply the best practice from FE in assuring our HE teaching quality. As our HE cohort is reflective of our FE students this alignment ensures that our teaching and learning is well matched to the needs of our students.

Fig.7

Teaching and Learning Strategy

CITY COLLEGE NORWICH

At City College Norwich we: Embrace student learning and success as our core purpose
Continually examine and improve our Teaching, Learning and Assessment and support practices and processes
Deliver programmes which inspire, engage and challenge our students and enable them to progress

Our teaching and learning is:	**We describe our teaching and learning as:**	**This is how it translates into practice:**
Individual and Supported	Accessible, no barriers, supportive, equal but different, varied, differentiated, individualised, personalised, bespoke, responsive, negotiated, diverse, customised	City College Norwich values every academic, vocational, professional, personal or technical success. Every individual is supported through differentiated pathways which inspire, engage and challenge students and enable them to progress and reach their full potential.
Ambitious and Challenging	Ambitious, aspirational, fulfilling potential challenging progress, transformational (includes student outcomes, e.g. success, high grades, value added, progression)	Teaching, learning and assessment at City College Norwich challenge students to fulfil their potential, achieving as well as possible levels and moving on to their chosen destinations, sometimes beyond their previous aspirations and comfort zones. Everyone has high expectations of themselves and each other.
Inspiring and Engaging	Motivating, engaging, exciting, enthusiastic, fun, stupendous, cool, inspirational, unmissable	Teaching, learning and assessment at City College Norwich motivate and excite students, promoting high levels of engagement in sessions and excellent attendance and achievement. Staff enthusiastically encourage and support students to identify and provide stimulating experiences that open up worlds of opportunities and inspire students to realise their aspirations.
Skilled and Expert	Skilled (staff and students), informed, evidence-based, qualified	Everyone at City College Norwich is committed to being expert in their role. Staff and students support each other to become skilled learners, able to succeed in all activities.
Active and Collaborative	Collaborative, student-led, partnership, respectful, mature, co-created	Teaching, learning and assessment at City College Norwich are a partnership. Students take responsibility for their own learning and work with each other and with staff, employers and others to achieve the best possible outcomes.
Innovative and Reflective	Innovative, experimental, risk taking, entrepreneurial, enquiring, adaptable, reflective (includes adapting TLA in response to formative assessments, student feedback, etc.)	At City College Norwich, we question, assess and refine our teaching, learning experiences, constantly looking for new and even more effective approaches. We respond flexibly and creatively to the needs of all staff, students and circumstances.
Safe and Respectful	Safe (includes physical safety, respect / fair treatment and only taking reasonable risks)	A College where students and staff are safe in their work, learning, environment, where taking appropriate risks is encouraged but controlled. A mutually respectful College where all staff and students promote and maintain a model of behaviour that demonstrates respect for others, placing values on every individual's academic, vocational, professional and personal success.

The strategy was co-created with Student Union representatives and is visible to all students.

Teaching Quality - Student Engagement (TQ1)

Our HE teaching continues to develop to reflect the nature of both curriculum and students, recognising the demographic that we serve. Class sizes are small (maximum of 25 and frequently smaller) allowing for a more personalised and engaged style of teaching and assessment. Our timetables are compressed for programmes with high proportions of employed students to enable them to balance work and study (such as our Early Years FdA), whilst we operate a more traditional delivery model for programmes, such as Sport and Public Sector, which are primarily self-funded.

As referred to above, Student Engagement is embedded through all structures within the college from the Board of Governors of the Corporation (which includes representatives from the Student

Union and an elected student HE Governor), HE Forums (Student-led Student Staff Consultative Committee). At a subject level, Course Reps attend course committee meetings (three per year, per course)

In line with the Student Engagement Strategy, students are regularly consulted about their learning experiences and are involved in curriculum development. Mid-module and end-of-module evaluations are used to enhance teaching in response to student feedback. Mid-module evaluations provide a discursive opportunity for feedback from students, which leads specifically to improvements in programme design and teaching, for example the introduction of more group practical seminar sessions on the BSc (Hons) Applied Sport, Health and Exercise as a result of student requests for more practical in-depth tasks to aid understanding. The student voice is additionally canvassed through focus groups, course committees and the HE Forum. Examples of our responses to student feedback include providing additional extracurricular maths workshops, following student requests for more support with mathematical elements of their HND Engineering programmes; requests for more directed self-study, leading to academic staff providing students with specific points to research, rather than just providing reading lists (Sports Science); adding in designated time for questions at the end of lectures to ensure all students are on track, in response to some students' concerns about the content-dense nature of an individual module within the FdA Early Years programme; changing Schemes of Work, within Business Management, to allow for reflective practice to be incorporated earlier into module delivery to maximise benefits to students, and so on.

Students contribute to the identification of outstanding teaching through nominating individual academic staff for the CCN Teacher of the Year Awards.

Teaching Quality - Valuing Teaching (TQ2)

Academic staff are recruited, selected and developed to meet the requirements of CCN's HE provision as described earlier in this submission. This ensures that staff have both the academic rigour and, crucially, the vocational experience to engage, enthuse and develop students. For example, recent recruitment for BA (Hons) Leadership and Management delivery led to the appointment of a highly experienced HR Manager from an international insurance company as well as a Masters qualified businesswoman with extensive experience of starting, developing and selling her own SMEs. Both these appointments ensure that the Degree apprentices on this programme as well as the self-funders on the companion Business Management programme have lecturers who have current and impactful knowledge of working in a range of business environments which is reflective of their current employer as well as their intended destination. Early Years and Childhood Studies provision is staffed with experienced teachers across the curriculum levels (including a former head teacher who has delivered and managed overseas) which impacts directly on the currency of their learning experience as well as the liaison with employers which is a key element of the Foundation Degree.

Nearly all academic staff involved in the delivery of HE at CCN are employed as HE lecturers, with a small number also delivering on the related Access to Higher Education programmes and some specialisms required at Level 3. All substantive staff hold, or are working towards, recognised teaching qualifications. Contractually, full time staff are required to complete 860 contact hours, maintaining parity with lecturing staff across the College. This is differentiated for HE staff however to include scheduled tutorial hours, remittance for validation, projects where appropriate and workplace visits.

We have recently launched a new Teaching, Learning and Assessment Hub available on SharePoint, which provides all teaching staff with access to the latest TLA resources, coaches, articles on using Learning Tech in the classroom, and so on.
Staff development, identified and targeted through the QRO (Quality Review Opportunities) process noted below, is set at School and individual levels, with all staff undertaking a full annualised

appraisal process in the autumn focusing on performance and improvement and a summer career conversation with a focus on career, personal and academic development. Individualised CPD is in place for staff where developments are identified through QROs or appraisals, with support from a centralised Teacher Development Unit and targeted support from identified Teaching and Learning Coaches (expert teaching practitioners with hours remitted to coach colleagues). This process has been instrumental in improving teaching performance in key areas over the past two years (with an early impact on the NSS) and developing the performance in the School. A research project, completed by HE staff, is currently being commissioned to explore good HE teaching in an FE context with specific requirement to understand the mix and balance of students at CCN and comparable institutions.

Completion of higher level qualifications is supported within the School, although this is not a driver for CPD. Three staff are currently working towards Doctorates, two are working towards the MA Higher Education Practice at UEA, three are undertaking assessor qualifications which meet the needs of the Apprenticeship provision, and four are undertaking professional teaching qualifications. Although we are purely a vocational HE provider, without a formal research focus, staff are participating in academic scholarship, through presenting at conferences, and publishing within their areas of specialism, ranging from English Literature to Social Work Practice. In addition, staff are actively involved in Scholarship of Teaching and Learning, through undertaking action research, and projects specifically relating to the pedagogy of HE teaching within FE.

Teaching Quality - Rigour and Stretch (TQ3)

Evaluation of the effectiveness of teaching is thorough and broad, gathering evidence from a range of sources. In the 17/18 academic year quality reviews undertaken included VLE audits, Direct Session Reviews, e-ILP (Electronic-Individual Learning Plans) audits, Learning Walks, Scrutiny of Student work, and Student Focus Groups. This holistic approach to reviewing the quality of teaching, without a graded judgement attached to an individual, is triangulated with evidence gathered through mid- and end of Module evaluations to develop a truly rounded view of the student experience. This allows for specific and targeted actions to be put in place to support staff where development is required as well as informing staff development in 18/19, both individual and team based. Weekly quality review activities were formally undertaken in 17/18 touching on the delivery of all staff and the experience of students across all programmes.

The College has robust processes in place to review teaching quality across the full range of HE provision. The Teaching, Learning and Assessment Review Policy, "*seeks to provide a developmental framework which supports the improvement of TLA*", with the quality review process including direct observation of lessons, themed and un-themed learning walks, student focus groups, scrutiny of student work, Blackboard and e-ILP audits, and peer observation. The Teaching, Learning and Assessment experienced by students, as evidenced through this QRO (Quality Review Opportunity) process is reported to and examined by the College Management team, including the Curriculum and Standards lead governor and President of the Student Union, on a half-termly basis to provide both scrutiny and support for development. This is formally graded and reported through to Governors throughout the year before forming part of the Annual Monitoring Report and, where appropriate, School Improvement and Enhancement Action Plan. Through this process, HE Teaching, Learning and Assessment was internally assessed as Good in 17/18. This judgment is supported by the views expressed by students in Year three of our NSS-based TEF metrics, (*Teaching on my Course, Academic Support,* and *Assessment and Feedback*) which are aligned to benchmarks.

External Examiners provide high levels of quality assurance and challenge. The ATS (Achievement Tracking System), developed at CCN and in the process of being sold to other HE in FE providers, allows EEs to review and comment on work remotely, including the ability to review dialog between the marker and IV, where marking differences occur. External Examiners comment positively on the impact that this system has on both the consistency and transparency of assessment decisions.

External Examiner feedback reflects the way in which the College is meeting the needs of its student demographic, with praise for course structure and breadth as well as the way in which programmes are designed with progression into employment in mind.

As an example, EE for BA (Hons) Psychology with Sociology, commented,

> *"The early introduction to being assessed through presentations as well as essays ensures that student learn to develop skills in presenting material from the outset. This is valuable, both as an academic skill, and in terms of enhancing their employability. The use of case studies bring a more 'realistic' element to assessments and encourages student to think about the application of concepts and theories 'down' at the level of actual instances."*

Teaching Quality - Feedback (TQ4)

Assessment and Feedback are key areas of focus across the College with significant work completed by the cross-College Teacher Development Unit to ensure staff skills are at the appropriate level. HE staff use feedback effectively to ensure that students know what they do well but, particularly, what they need to do to improve. Staff concentrate on feeding forward, providing developmental feedback which enables students to look forward and improve the quality of their work. Planning for assessment is strong with opportunities for formative feedback planned into all modules. These formative feedback opportunities are varied and foreshadow both the assessment methodologies used across their programme but also, and importantly, the skills that they will need in their future career. This means that assessment methodologies are varied, with External Examiners noting their variety, appropriateness and applicability to the destination of the student. Presentations (both individual and group), posters, case studies, and conferences are all commonplace alongside the more usual essay and examination (open and closed book) style of assessment.

The BA (Hons) Business Management team were commended at the recent revalidation for the, '*variety of assessments used on the programme to enable students to achieve their full potential'*. The Childhood Studies EE reports that she is *'impressed at the range of assessment methods offered and the feedback students receive both formally and informally; something that was reinforced when I met with a cohort of students during my visit in February.'*

The extent and quality of feedback, in particular the emphasis on supporting students to develop further in terms of their academic skills, knowledge and professional practice has been noted by a number of external examiners.

*'*EE for FdA Early Years '*Feedback is supportive and clearly identifies areas for development and progression. Assessments are varied and allow students to develop and apply a range of skills. Particular strengths for students studying this subject are those that allow them to be creative and articulate how theory and knowledge underpin and relate to practice.*' – skills which reflect the requirements of the nurseries in which they work.

EE for BA (Hons) Applied Social Work '*The feedback on the pieces of work, in which the students were writing about their practice is very detailed, and helpful to students in encouraging the development of writing skills, as well as in supporting their development as practitioners…Very effective use is made of the excellent and clear learning outcomes in the feedback on assignments, and where they have not been met students are given precise and detailed feedback'"*

EE for BA (Hons) English '*The level of feedback students receive is thorough and impressive, and is delivered in an appropriate tone of constructive criticism, praising the strengths of the work and providing encouraging instructions for improvement of any weaker elements.'*

EE for FdSc Health Studies (Higher Apprentices) "*Students have the opportunity to gain detailed feedback from their assessments. Highly granular information is given to students as to how to improve their work*".

In response to previous student satisfaction surveys regarding Assessment and Feedback, the college have prioritised the monitoring and meeting of marking turnaround deadlines. Pleasingly the student satisfaction for both Assessment & Feedback and Organisation & Management improved markedly (by 9% and 8.8% respectively) in 2018, with the score for Assessment and Feedback now exceeding Sector Averages.

Learning Environment - Resources (LE1)

Significant recent and ongoing investment into equipment and facilities has been made to ensure HE appropriate environments and learning materials are available across the curriculum footprint. The majority of HE students attend the dedicated HE centre at Norfolk House in the heart of Norwich, with 15 classrooms, 6 tutorial spaces, a 48 workstation Open Access area and fully equipped library.

These resources have been consciously developed to meet the specific needs of our students, with the increased number of charging points, boosts to wi-fi and greater number of both online materials on the VLE and e-books being a focus to ensure that the non-typical CCN HE students with complex lives have appropriate accessibility.

Library resources are well developed and well accessed by students. Across the sites used by HE there are in excess of 60,000 items available to our students, with annual issuing of 25,525 books, and a further 39,089 e-books, and 35,208 Journals, through EBSCO, being accessed. Access to core texts through the library, and increasingly via electronic copies, is further evidence of how we are making learning resources easy accessible for all of our students, irrespective of their financial means. Library staff, during 2017/18, delivered over 500 1-2-1 sessions with individual students to provide direct support with referencing, academic style and accessing resources. Students are given guided tours of the UEA library, which is accessible through our partnership, to make sure that they are familiar with that facility before they visit on their own.

We use the Blackboard Learn 9.1 Virtual Learning Environment to support all provision, including higher education courses delivered within the School of Higher Education. The system is mature, having been used since 2005, and is embedded within the college culture with faculty sharing all teaching resources via the platform, using the tools to communicate with students, and making use of interactive tools to support their teaching. Blackboard Mobile apps are available for staff and students, allowing staff to check their courses, post announcements, or respond to questions on discussion boards from mobile phones or tablets, whilst students can view their work and check announcements from Android and Apple devices. Clearly, this is a useful engagement tool given that our students are often on campus only one, or two days per week.

We have developed our own in-house electronic submission software, ATS (Achievement Tracking System). This system manages all assignments for higher education courses, requiring students to submit work electronically via their Individual Learning Plan (ILP), where all modules and assignments are listed. Faculty staff then enter grades and feedback directly onto ATS, which are released to the student at the appropriate stage in the assignment lifecycle, again via their ILP.

The Blackboard VLE is supported with a streaming video system provided by Planet eStream, which allows staff to upload and share videos with students, or record or download television programmes from free to air television channels to support their teaching. The system allows lecturers to create chapters within a programme or add quizzes within the videos to check learning. Deep integration is provided between eStream and Blackboard, making the embedding of videos within a Blackboard course very simple. Students can also use eStream to submit video assignments to ATS.

In addition to the email accounts provided for all students through Office365, students are given free access to the Microsoft Office suite for home and college use, during their time with us, again to minimising the costs of higher education for our students.

Learning Environment - Scholarship, Research and Professional Practice (LE2)

HE Academic staff at CCN reflect the nature of our provision, with care taken to ensure that the continued recruitment to the team is in line with the ethos and practice that we seek to promote. This translates into a broadly vocational academic workforce which is often drawn from industry and reflects current practice and thinking. In Health provision, our largest delivery area, all lecturing staff have extensive health service experience with all new recruits coming directly from service to enable us to more accurately reflect the experiences of our students and degree apprentices working in this professional area whilst studying and who comprise over 95% of the students on this curriculum.

The *'variety of teaching and practice experience [the team] brought to the course'* was commended in the recent revalidation of the BA (Hons) Childhood Studies. Similarly, in the recent revalidation of the BA (Hons) Business Management, the panel commended the, *'Strength of the teaching team including the variety of teaching and industry experience and the level of research activity*.'

Research Skills for students are embedded into our degree programmes, with most courses including dedicated modules to build these skills, ready to complete dissertations in their final year for bachelor degree programmes, and to prepare those students that intend to progress into further study, either with ourselves or other local providers.

Academic Staff are engaged in projects to look at gaps in attainment for BAME and LDD students, in order to fully understand their circumstances and informed by academic research in this area and best practice elsewhere to provide practical solutions, such as additional extracurricular support where appropriate.

Learning Environment - Personalised Learning (LE3)

Given the nature of many of our students (more likely to be mature, often female) we timetable modules carefully so that they are delivered on set day(s) each week, with terms built around school holiday periods, to best-fit the needs of students with childcare responsibilities, and to allow students to undertake part-time jobs to support their studies.

Many of our students have been out of education for a significant period and 69% are low or non-tariff applicants, so require additional, specific support to make the transition into HE. At induction students are advised of the support services available to them, ranging from support with academic issues, wellbeing, student finance and the Advice Shop (a dedicated IAG team which provides career advice, support with CV writing and job interviews)

In terms of academic support, all students undertake a Higher Learning Skills module, in their first year, which provides them with the tools that they need to both maximise their academic journey and become independent learners and employees.

Students find that this supports them throughout their studies by introducing them to critical reflection, academic writing, engagement with theoretical material and self-motivated study.

> "*This module has helped me to transition from previous levels of study and has given me the essential tools needed to be successful at degree level*" (Childhood Studies student).
>
> "*It prepares us for everything we do at HE and allows us to understand the academic process so that we can achieve to the best of our potential*" (feedback from mature Business Management student, who returned to education after a significant gap).

Within Higher Learning Skills students also develop a written journal that allows them to highlight and measure existing skills, and to identify areas for improvement and develop a SMART personal action plan (reinforcing employability skills). This year the college is introducing drop-in sessions in which students can access 1 to 1 support with academic and study skills.

All students are allocated a personal tutor who tracks attendance and progress and puts support in place for students considered at risk of withdrawal. Attendance and progress are further monitored at course team and course committee level. The impact of this support is evidenced by our positive continuation rates.

Student Outcomes and Learning Gain

Given that many of our students face the added complexity of balancing work and childcare, alongside their academic journey, we are very proud that over 50% of our students achieve Good Honours outcomes (52.5% for 2017/18), with just under 30% of students on other programmes (Fds, HNDs) achieving Distinction or Merit awards (28.75% in 2017/18). This represents significant distance travelled for our students, based on the significant number (69% of our students) who are classified as either non-tariff or low-tariff on entry.

Student Outcomes and Learning Gain - Employment and Further Study (SO1)

As noted earlier, our TEF metrics for Employment and Further Study are strong, coming into the top 10% of data nationally. Our student demographic are strongly focused on employment destinations, which impacts strongly on both curriculum offer and design. Increasingly, and in line with the College Strategic framework, programmes have been developed in collaboration with local employers and stakeholders. For example, the FdSc Health Studies which was developed in collaboration with a number of local health trusts, the BSc (Hons) Professional Aviation Engineering Practice was developed in collaboration with the Aviation Skills Partnership and KLM UK Engineering, and the FdSc Mental Health Practice was developed in collaboration with the local mental health trust. With all vocational programmes, close contact is maintained with employers throughout course delivery to ensure the continued currency of the courses, with employers invited to course committees at least three times a year.

The vast majority of our students have clear career goals when commencing their courses and achieve their desired outcomes in terms of employment, for example working as an assistant practitioner in a local NHS trust. The majority of our students are mature and settled in the local community and therefore have local employment aspirations within particular sectors, for example healthcare, which fall outside of the highly skilled employment categories. In relation to preparing students for employment, in the recent revalidation of the FdSc Health Studies, the team were commended by the panel for the '*forward thinking / future proofing of the programme'*. However, where we do offer programmes which lead to such employment, our students are highly successful in achieving highly skilled employment, as seen in the metrics for our part-time students who are studying for HNDs in engineering.

There is evidence of strong progression into *Employment or Further Study*, of 97.4%, which places us in the top 10% of all providers. This demonstrates that our programmes are effectively matching appropriately qualified and skilled students to local employment opportunities and/or preparing them for progression to higher level study. Supplementary metrics support strong progression with the number of students in *Sustained Employment or Further Study* (at 88.2%) significantly above benchmark (85.3%).

The Context maps for CCN show clearly that our students tend to come from and remain within the local area, with more limited opportunities to enter highly skilled employment, as these jobs tend to be focused on Science (Norwich Research Park), Medicine, and Pharmaceuticals which are not

currently part of our curriculum offer. The exception to this is our relatively small engineer and civil engineering programmes which do perform very well on the Highly Skilled employment or Further Study metric (100% in 2018 TEF Metrics). Developments within apprenticeships and our strong partnership with UEA mean that we do have an opportunity to develop L4/5 provision in Natural and Health sciences, which should help to reduce the gaps.

Overall, our students are achieving well against their educational and professional goals.

Student Outcomes and Learning Gain - Employability and Transferable Skills (SO2)

Our programmes develop students with strong employability, providing students with both sector specific and transferrable skills to enhance their prospects in their chosen field, as evidenced by our metrics for *Employment or Further Study*, *Sustained Employment or Further study*, and in the case of our PT engineering courses, *Highly Skilled Employment or Further Study*, which are all significantly above benchmark.

Programmes contain specific employability modules as well as embedding relevant skills and knowledge throughout. In terms of developing transferrable skills, for example, a number of programmes develop students' digital skills.

An assessment for one of the modules on the BA (Hons) Business Management requires the students to develop a website or an app that is assessed by local employers. Similarly, the BA (Hons) Childhood Studies students develop a digital resource to support a 'problem' in the classroom.

In more general terms, the Childhood Studies EE commented that the programme,

> '*continues to offer an important programme of study which provides students with a strong foundation from which to make a significant impact within the children's workforce*'.

The EE for the BSc (Hons) Professional Aviation Engineering Practice stated that,

> '*The inclusion of the EASA Licence as part of the programme guarantees the content meets the strict standards required by the CAA [UK Civil Aviation Authority]. The non-EASA content enables students to develop transferrable skills and gain a broader understanding of the aviation industry, thereby enhancing the graduates' employment prospects*."

Student Outcomes and Learning Gain - Positive Outcomes for All (SO3)

As discussed throughout this submission, active support is provided for all students from induction programmes, which make clear the myriad of support services available, through to specific modules that build academic and study skills (Higher Learning Skills in Year1, Research Skills in Year 2) to maximise student success, and sector-specific employability modules (Employability in Year 1, and Career Management in Year 2), which when coupled with career guidance and support, help our students to achieve positive outcomes. The effectiveness of our support for all students is evidenced by continuation rates which show a positive difference against benchmark of 1.8%, and a Z-score of +2.9. When viewing continuation rates at the split level we show very strong performance (at 3 Standard deviations above, and at least a +3% above benchmark) for Young Students (under 21); POLAR Q1 and Q2 students, and male students in general. All other groups, with the exemption of female students as a split, show continuation rates at or above benchmark. Further analysis of the female split is required to understand this more fully, although our initial analysis suggests that this lower continuation is not the result of board decisions, so there could be a host of non-academic factors at play.

Students achieve positive outcomes, in line with their own aspirations, whether these are academic (with 52.5% achieving Good Honours in 17/18, a percentage which has been consistent over the past decade), and / or in terms of progression into *Employment or Further Study*. At a split level, self-declared LDD students are performing better than their non-LDD counterparts, with a positive

gap in terms of Good Honours outcomes of 4.5%. Although BAME students currently show lower rates of good honours attainment, 2017/18 has seen a significant closing of this gap, with further project work ongoing to eliminate this fully over the next five years. In terms of employment, *Employment or Further Study,* at the split level, all students achieve outcomes at or above benchmark, with particularly strong outcomes for males, young students and significantly for us students from POLAR Q1 and Q2. This strong performance is further supported by the Longitudinal Educational Outcomes (LEO) based *Sustained Employment or Further Study* metric which is also significantly above benchmark at the aggregate level. Once again at split level, all groups are at or above benchmark, with female students in particular performing very strongly compared to benchmark.

Student Support for this submission

"*As SU President I can happily say this submission accurately encapsulates the true experience of a student here at City College Norwich. The College listens to Student Voice continually throughout the academic year and we are given the opportunity to be involved in the major decision-making committees, from College Management meetings, through to Executive Management and all Governor board meetings and respective Committees of which I'm an active member*"
Luke Mitchell, President of the Students' Union and elected Student Governor.